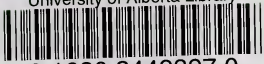


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ASSIGNMENT BOOKLET 3B

Social Studies 7

Module 3: Section 2 Assignment and Section 3 Assignment

Home Instructor's and Student's Comments:

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STUDENT FILE NUMBER
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Date Submitted:

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Postal Code

Please verify that preprinted label is for correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

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Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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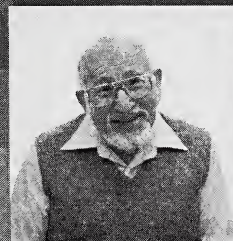
7

SOCIAL STUDIES

From Colony to Nation

Assignment Booklet

3B



Social Studies 7 Module 3 From Colony to Nation



FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 2 Assignment	34	
Section 3 Assignment	28	
	62	

Teacher's Comments

Social Studies 7
 Module 3: From Colony to Nation
 Assignment Booklet 3B
 Section 2 Assignment and Section 3 Assignment
 ISBN 978-0-7741-2932-9

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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ASSIGNMENT BOOKLET 3B
SOCIAL STUDIES 7: MODULE 3
SECTION 2 ASSIGNMENT AND SECTION 3 ASSIGNMENT

This Assignment Booklet is worth 62 marks out of the total 100 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

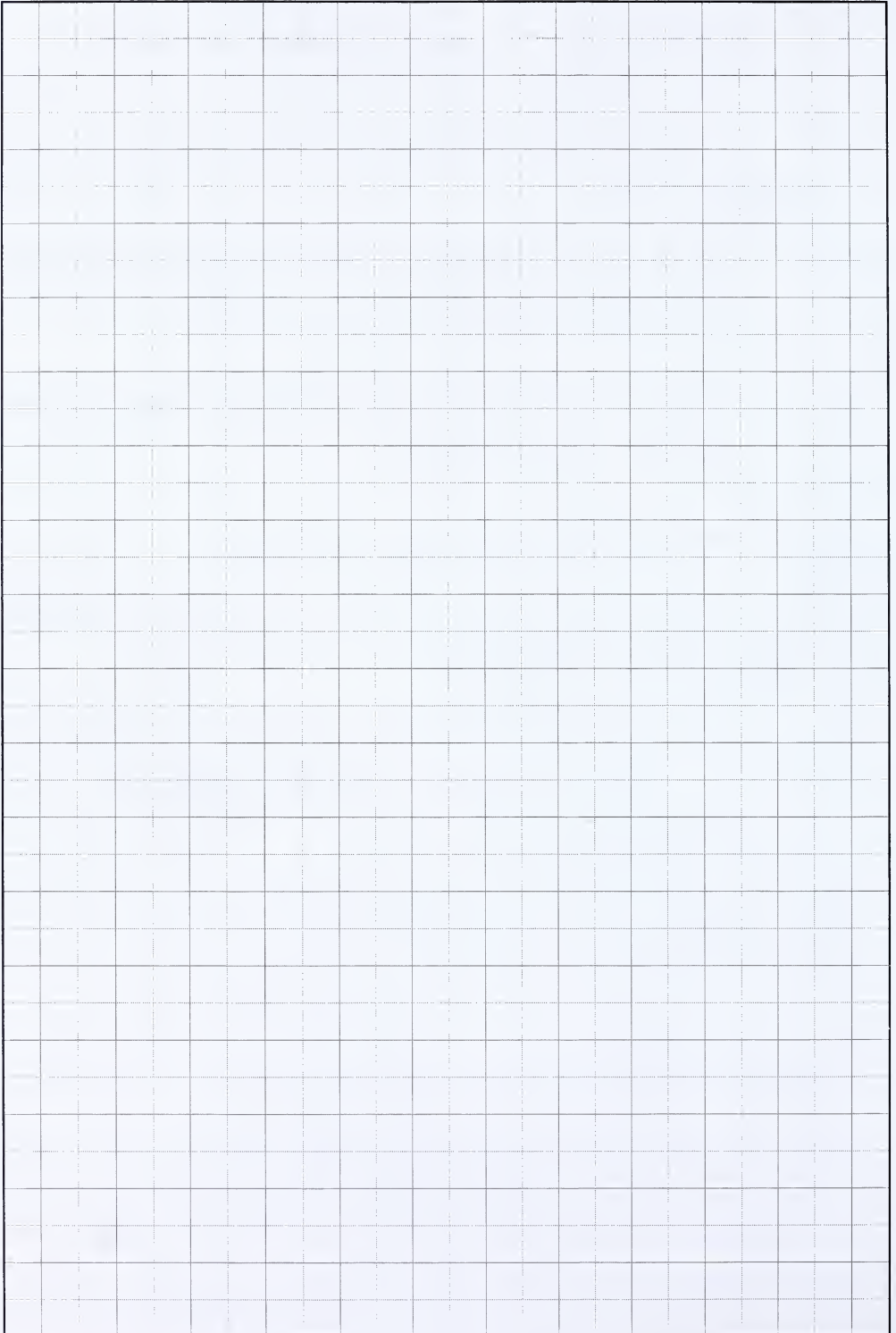
Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing application for many assignment questions. If you use a computer, be sure to attach a printed copy that has been proofread. Include your name, the course name, the module number, and the assignment number on each page.

34

Section 2 Assignment: Becoming Canada

1. Turn to page 45 in *Voices and Visions* and examine the statistics in Figure 2.15 showing the population of New France between 1608 and 1698. You should remember seeing these statistics when you did Module 2.
 - a. Create a bar graph from these statistics that would illustrate how the colony was growing. You can create your graph in the space provided on the next page, or you can use your computer and a spreadsheet application. Attach the printout, clearly labelled, to this Assignment Booklet.



- 8
3. a. The War of 1812 produced many heroes, but three figures who became particularly famous for their contributions to the cause of British North America were
- Sir Isaac Brock
 - Tecumseh
 - Laura Secord

A movie based on the heroism of each of these three people is about to come out in DVD format, and you've been hired to help promote **one** of them. The task you've been assigned is to design the package of the DVD—both front and back. Here are the guidelines you've been given:

- The front will consist largely of a visual. This picture will show something central to the heroism of the person. It will be dramatic—designed to capture the attention of people browsing the shelves of the DVD store. It will also contain some printed text—a title and perhaps a brief quotation or two from reviewers who have watched the film.
- The back will consist of printed text. It will briefly, but accurately, describe the movie. It will explain what the person accomplished and why he or she is considered a hero. Remember, you want shoppers to buy or rent this DVD, so make what you write sound exciting and interesting.

You can create your front and back covers on the two pages provided here, or you can use a computer. Remember to attach your printouts, clearly and fully labelled, to this Assignment Booklet. If you have the capability, use a computer whenever you feel it would enhance your final product.

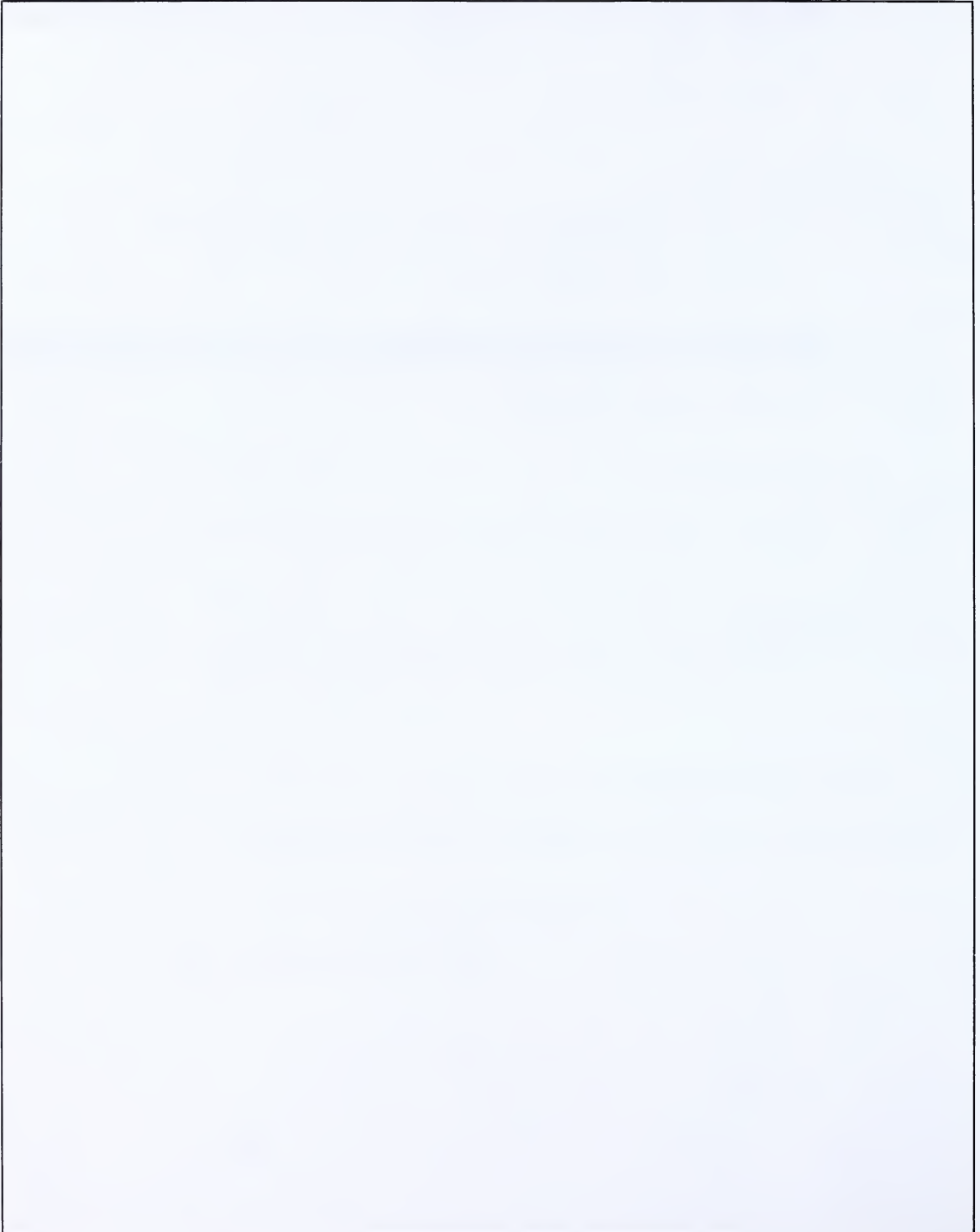
To prepare, follow these steps:

- Select the movie subject whose DVD package you want to design.
- Do whatever research is necessary—in your textbook, on the Internet, and/or in your library.
- Design your package on scrap paper.
- Produce your final copy.

Checklist for Question 3.a.	
• I have chosen and researched one of the three figures from the War of 1812.	
• I have designed the front and back of a package for the DVD version of a movie about my chosen person.	
• The front of my DVD package features a dramatic visual along with some printed text.	
• The back of my package consists of printed text describing the movie and exploring why the person I have selected can be considered a hero.	
• My DVD package is engaging and the text is accurate.	

Assessment Criteria for Question 3.a.	
One of the three heroes of the War of 1812 was chosen and adequate research done into his or her contributions.	2 marks
An appropriate design for a DVD package has been created with both a front and a back.	2 marks
The visual on the front illustrates something of the heroism of the chosen figure and is dramatic enough to engage the viewer's attention.	2 marks
The text on the front and back is accurate, informative, engaging, and well written.	2 marks

Front of DVD Package



Back of DVD Package



- 3 b. Think about the processes you used to create your DVD package. Consider things like

- your initial research
- your decision making about what to show and what to write
- your decision making about what media to use (for example, a computer, pen and ink, pencil crayons, markers)

Now fill in the chart that follows.

What worked well?
What would you do differently next time?
What have you learned about approaching a task of this kind?

When you've completed question 3, continue where you left off on page 101 in the Student Module Booklet.

4. During the period of the Great Migration, British North America changed dramatically. The statistics shown in Figure 6.20 on page 137 of *Voices and Visions* show how population numbers changed during this period. Examine those statistics and then answer the following questions.

① a. Identify **one** important trend that these statistics show. In other words, find something shown by these figures that a historian would consider important.

① b. Consider what you know about where all these immigrants to British North America were coming from during the Great Migration. What change to the character of the colonies could you conclude was taking place?

④ 5. Open *Voices and Visions* to page 135 and read the caption under Figure 6.16. It asks you to suggest ways in which the experience of immigrants today is similar to—and different from—the experience of immigrants during the Great Migration.

Consider what you’ve learned about the Great Migration. Imagine what it would have been like coming to British North America at that time. Then think about what immigrants today must experience. If possible, brainstorm ideas with a learning partner.

When you’re ready, use a simple organizer of some sort to present your similarities and differences. For instance, you might choose a two-column chart or a concept web. Try to think of **at least two similarities and two differences**.

When you've completed questions 4 and 5, continue where you left off on page 108 in the Student Module Booklet.

- ② 6. In 1837, the two largest colonies in British North America—Upper and Lower Canada—experienced rebellions.
 - a. In your opinion, were the Reformers of Upper Canada and the Patriotes of Lower Canada showing responsible, active citizenship. Be sure to explain your opinion by giving **at least one** reason.

- ② b. Imagine that you were an ordinary citizen of either Upper or Lower Canada at the time. Would you have been a supporter of those wanting reforms? If so, in your answer explain what it was that you felt was wrong with the way your colony was run. If not, explain, why you didn't want to see changes made.

When you've completed question 6, continue where you left off on page 120 in the Student Module Booklet.

- ① 7. In his famous report, Lord Durham recommended that Upper and Lower Canada be granted responsible government. But in each of Upper and Lower Canada, there was already a legislative assembly that was elected by the people (at least, the people who were granted the right to vote). Explain why, in spite of this fact, the governments of the colonies weren't really "responsible" before Lord Durham wrote his report.

- ⑥ 8. In his report, Lord Durham also recommended that Upper and Lower Canada be united into one colony. Put yourself in the place of a Francophone politician in the legislative assembly of Lower Canada. Imagine how you would have felt about this recommendation. You decide to present a speech in the assembly expressing your views.

Write your speech for the assembly. It should have an introduction and a conclusion along with at least two paragraphs of content. You intend to read your speech in the assembly, and you want to convince your listeners of your views. So be sure your speech is forceful and persuasive. It should never be repetitive or become boring. You want to light a fire under your listeners—not put them to sleep. It must also be clear and well organized.

Checklist for Question 8	
• I have thought about what a Francophone member of the legislative assembly would have thought of the idea of uniting Upper and Lower Canada.	
• I have written a speech with an introduction and conclusion and at least two paragraphs of content.	
• My introduction engages the audience and introduces the topic while the conclusion neatly wraps things up.	
• My speech is well organized and clearly written.	
• My speech is persuasive and lively.	

Assessment Criteria for Question 8	
The speech shows a good understanding of the perspective of a Francophone member of the legislative assembly of Lower Canada.	3 marks
The speech has an effective introduction and conclusion and at least two body paragraphs.	2 marks
The body of the speech is well organized, clear, and persuasive.	1 mark

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Section 3 Assignment: Creating a New Country

1. Imagine that you're a television news reporter. With the aid of a time machine, you've gone back to Canada West around 1860, and you're interviewing people for a big news story.

You've lined up an interview with a panel of three people who are concerned with the situation in British North America—especially in Canada East and Canada West. Joseph Collins is a politician concerned about the political deadlock. Alexander MacTavish owns a lumberyard and is worried about losing markets for his lumber. Mary Finlayson is a teacher and the wife and mother of soldiers. She's concerned about defending the colony.

Your first task is to create **six** questions—two for each person you're interviewing. Use your own paper for your questions. You want to know about things like representation by population, the end of the mercantile system, the US Civil War, and Manifest Destiny.

Your next task (again using your own paper) is to write up the answers the people you're interviewing have given you. Then, in the space provided, present your entire interview in a question—answer, question—answer format—like a dialogue or conversation. Whenever you ask a question, be sure to address the person by name. You can ask each person his or her two questions in turn, or you can mix up the order of your questions. Do whatever seems to work best for you.

Checklist for Question 1

• I have created six appropriate questions, two for each person.	
• I have written answers that show the problems people in Canada West were concerned with at the time.	
• I have presented my interview in the question—answer format of a conversation.	

Assessment Criteria for Question 1

There are two appropriate, sensible, well-crafted questions for each interviewee.	3 marks
There is an appropriate, insightful response for each question.	3 marks
The questions and their answers reveal an understanding of the political, economic, and defence issues of the day.	3 marks

Your interview has been started for you.

Today it's my pleasure to be talking with three people from Canada West in 1860. Mary Finlayson is a teacher with a husband and two sons in the military. Joseph Collins is a politician in the legislative assembly for the Province of Canada. And Alexander MacTavish is a successful businessman in the colony and the owner of a lumberyard. Thank you all very much for agreeing to talk with us today. Mary, I'll begin with you.

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____

Question 3: _____

Answer 3: _____

Question 4: _____

Answer 4: _____

Question 5: _____

Answer 5: _____

Question 6: _____

Answer 6: _____

- 2. You've read that one reason why people in British North America were worried about defence was the threat of Fenian raids.

Go to Chapter 7 in the *Voices and Visions CD* and click on Artwork. There you'll find an item called Battle of Ridgeway, June 2, 1866. Study the lithograph (the picture) carefully. Be sure to enlarge it. Note that the British soldiers defending British North America are wearing red while the Fenians are in green. As well as examining the lithograph, be sure to read all the text in green that accompanies the Artwork. This text contains the caption that accompanied the lithograph when it first appeared.

1

- a. What bias do you see in the caption that accompanied the lithograph when it was first published? Be sure to point out at least one specific thing that reveals this bias. Note, by the way, that in the caption the word *rout* was misspelled.

1

- b. What aspect or aspects of the lithograph itself show the same bias. Again, be specific.

When you've completed questions 1 and 2, continue where you left off on page 145 in the Student Module Booklet.

- ⑥ 3. As a newspaper publisher, Joseph Howe of Nova Scotia had an excellent means of communicating his ideas to the public. And as you know, Howe was fiercely loyal to Nova Scotia and so opposed the idea of forming a union with other colonies.

Imagine that in one issue of the *Novascotian*, his newspaper, Howe wrote a hard-hitting editorial (an article expressing the opinion of the newspaper). In it, he explained all the reasons he had for keeping Nova Scotia out of any union with other colonies.

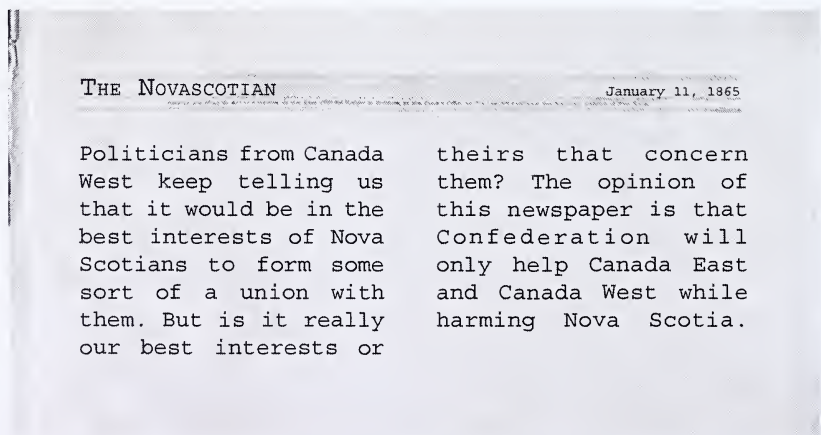
Write Howe’s editorial for him. It should be at least two paragraphs long. Remember, Howe was a colourful man who liked to stir things up; he wanted to get people excited enough to stand up against all this “foolish” talk of Confederation. This means he wanted his editorial to do three things:

- clearly explain his thinking
- persuade his readers that he was right
- get readers riled up and ready to fight Confederation

Checklist for Question 3	
• I have written an editorial of at least two paragraphs.	
• I have clearly explained the reasons why Howe would have been against Confederation.	
• I have written the editorial in a lively, colourful, and persuasive manner.	

Assessment Criteria for Question 3	
The editorial shows a good understanding of the principal reasons Howe would have had to oppose Confederation.	3 marks
The editorial is clearly written.	2 marks
The editorial is lively and persuasive.	1 mark

The editorial has been started for you.



- ② 4. In the 1860s, politicians from the different colonies of British North America debated the pros and cons of Confederation. In the end, it was George Brown’s concept of federalism that made the whole notion of Confederation acceptable to many of them.

Explain how federalism—and a federal system of government—work. As part of your explanation, be sure to make it clear why these concepts were so important in convincing many colonists that Confederation could work in British North America.

When you’ve completed question 4, continue where you left off on page 164 in the Student Module Booklet.

- ② 5. You’ve seen that the BNA Act created a country with a federal system of government. You’ve also seen how the Act divided powers between the central government in Ottawa and the provinces. As well, you’ve had a look at the basic structure of the federal government.

The people who decided how the Dominion of Canada would be set up and governed had to make many decisions. Today, those decisions still have a big impact on the lives of Canadians.

One decision the founders of Confederation made was to give the provinces, not the federal government, control over education. As a young person living in Canada, that decision might well have a significant impact on your life.

Think about the fact that education is today controlled by the provinces (and territories) of Canada. Suggest **at least one** way that the decision—made almost a century and a half ago—affects the lives of young Canadians today.

When you've completed question 5, continue where you left off on page 175 in the Student Module Booklet.

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6. In Lesson 6 you were told that your assignment for this lesson would be based on the Chapter 7 Project on page 165 of *Voices and Visions*. Here's what you're to do:
- Imagine that you've been assigned to write a report on some aspect of Confederation. It can be any aspect you choose—a person such as Cartier, Brown, or Macdonald, a conference, the BNA Act, or even simply the broad topic "Confederation." **Note that you won't actually have to write the report.**
 - Using a library and/or the Internet, start finding sources that might contain information for your report. Use keywords for your Internet search. If you aren't sure where to look in the library, ask the librarian for help. Try to find a variety of types of sources—for example, primary and secondary sources, books, magazines, atlases, and encyclopedias.
 - Locate **five** possible sources. For each one, create and fill in a chart (or record sheet) similar to the ones on page 165 of *Voices and Visions* (Figures 7.16, 7.17, and 7.18). Note that there are three types of charts—one for books, one for magazines, and one for websites. You may have to adapt the charts a bit if your sources include things like encyclopedias and atlases. Make the changes you need to make the charts work for you.

You can use the space supplied here for your charts, but it would be best to use a computer and attach the printouts, clearly labelled, to this Assignment Booklet.

- Select the **two** sources that you feel would be most useful for your report. Explain your reasons for selecting each of the two sources. Consider the information they contain, but also judge them using the guidelines in the Skill Check on page 148 of *Voices and Visions*.

Checklist for Question 6	
• I have chosen an aspect of Confederation as if I had to write a report on it.	
• I have selected five appropriate sources, looking for a variety of types.	
• For each source, I have created and filled in a chart modelled after the ones on page 165 of the textbook.	
• Using the guidelines on page 148 of the textbook as well as the material in the sources, I have chosen what I consider to be the two best sources and I have explained my reasons.	

Assessment Criteria for Question 6	
The student has found five appropriate sources and, for each one, has made and filled in an appropriate chart or record sheet.	5 marks
The student has chosen two sources as the best ones for the project and has presented sound reasons for having chosen them.	2 marks

Charts

(There is more room for your answer on the following page.)

Charts

Two Most Useful Sources

Selection 1

Selection 2

When you've completed question 6 submit this Assignment Booklet for assessment.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.

Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
